



Syllabus

The CONCEPTUAL FRAMEWORK of the Lamar University Educator Preparation Program illuminates the vision of the faculty as they are engaged in teaching, research and service. The undergraduate and graduate programs utilize a variety of delivery systems to prepare educators and leaders for a changing world by requiring them to demonstrate core knowledge, content proficiency, pedagogical techniques and strategies, communication and leadership skills, technological and analytical abilities, and professional dispositions. Lamar University educator preparation candidates develop habits of mind needed for “lifelong learning” and respond to the ever changing diverse needs of EC-12 students and the schools that serve them.

Department:	Educational Leadership
Course Number:	EDLD 5363
Course Title:	Multimedia and Video Technology
Professors:	L. Kay Abernathy, Ed.D. Associate Professor

Department and Professor Contact Information

Department of Educational Leadership
Lamar University
P. O. Box 10034
Beaumont, TX 77710
Department Phone: (409) 880-8689
Department Fax: (409) 880-8685

Dr. Kay Abernathy
Office Phone: (409) 880-8689
lkayabernathy@lamar.edu

Course Description

This course is a survey course on principles of multimedia planning, design, production, editing, and evaluation, including but not limited to hardware and software tools for both educators’ and students’ use in EC-12 classrooms. Students will demonstrate construction of digital stories for use across all curriculum areas. Video planning, design, production, editing, and evaluation make up a major component of the course.

Instructional Associates

All course activities, assignments, questions, and correspondence are to be submitted to the Instructional Associate. This information will be provided through an e-mail from your Instructional Associate.

Prerequisites

Prerequisites include admission to graduate school and the Lamar Academic Partnership Program. Only six semester hours can be taken prior to full admission to the Master's program. Full admission requires a GRE score. If you are in your second course, you should be submitting your GRE scores during this course, so you can continue to your next course. Also, be sure you have submitted official transcripts.

Textbook and Required Materials

You have a list of readings, all of which can be found on the Internet or in the library. In addition to these eReadings, you will be required to review portions of the Solomon and Schrum text used in the Web Mastering course. If you have not yet completed the Web Mastering course, you should purchase the following text for use in this and other courses:

Solomon, G., & Schrum, L. (2007). *Web 2.0: New tools, new schools*. Eugene, OR: International Society for Technology in Education. (ISBN: 9781564842343 1564842347).

Please review the following topics from this resource:

- Digital storytelling, 43 - 44, 83, 162
- Video production, teaching, 89 - 91
- Multimedia tools 60-61, 222 - 224
- Audio editing, 196 - 197
- Podcasts, 57
- English proficiency, developing, 162 - 163
- As learning tool, 82 - 83
- For professional development, 113 - 114
- Student assessment with, 169
- Students with special needs, 164 – 165

In addition, you will need the book you purchased for EDLD 5306 Concepts of Educational Technology.

Williamson, J. & Redish, T. (2009). Technology facilitation and leadership standards:

What every K-12 leader should know and be able to do. Eugene, OR: International Society for Technology in Education. (ISBN: 978-1-56484-252-7)

The book is available for purchase from <http://www.iste.org> or <http://www.amazon.com>.

The text is required for two courses, EDLD 5306 and EDLD 5370. You will use it throughout

your program when writing reflections for course-embedded assignments, field-based activities, readings, and artifacts.

Course Outcomes

Learning Outcomes:

1. Communicate the impact of multimedia and video on learning and teaching for both adults and children.
2. Formulate and communicate the value of digital storytelling in the educational context.
3. Plan, design, develop, and evaluate an individual digital storytelling project.
4. Demonstrate video editing techniques.
5. Plan, design, develop, and evaluate a group video production project.
6. Select and use technology equipment and software for appropriate tasks.
7. Assist others for continual growth and expertise in technology operations and concepts.

Performance Outcomes:

1. Participate in an optional web conference session the first week of the class.
2. Explore, read, and respond to multimedia and video resources.
3. Create a multimedia video using still digital images, narration, transitions, and music.
4. Edit existing video clips into one coherent video sequence.
5. Create a team public service announcement video as director, script writer, videographer, video editor, audio editor, producer, and/or publisher.
6. Use collaborative Web 2.0 resources to communicate within your team.
7. Create a blog and write your reflections of your projects and this class.

Course Standards

1. Texas Essential Knowledge and Skills (TEKS) for Technology Applications:
<http://www.tea.state.tx.us/rules/tac/ch126toc.html>
2. National Educational Technology Standards Project: <http://cnets.iste.org>
3. Texas State Board for Educator Certification Standards:
<http://www.sbec.state.tx.us/SBECOnline/standtest/educstan.asp>
4. NCATE: <http://www.ncate.org/>
5. ELCC—Standards for Advanced Programs in Educational Leadership:
http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Classroom Management Policies

Special Accommodations:

It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to equal education opportunities. Any student with a disability who needs accommodations should inform the instructor at the beginning of the course. Remember, this is a distance learning class and the format is different

from traditional face-to-face instruction. Please contact the office of Services for Students with Disabilities at 409-880-8347 or in person in 101A Wimberley Building to coordinate reasonable accommodations for students with documented disabilities.

Class Participation: Students are expected to follow the course schedule, meet assignments and reading deadline dates. Student work is expected to be submitted in the required format for the assignment. Follow the directions to the full value in order to receive maximum points. It is important to complete all reading assignments and follow the directions for completion. It is the student's responsibility to maintain appropriate equipment and connection at all times to fully participate in the class. It is important to communicate with the instructor to ensure all requirements are met.

Participation in a professional learning group within your cohort is a critical support system that will help you with the completion of unit activities. Students are expected to turn in assignments on the due date listed on the syllabus unless prior arrangements have been made with the Course Professor or Instructional Associate. A student will be expected to participate in class activities that promote critical thinking skills and the acquisition of a broad knowledge base in the area of assessment as it applies to the EC -12 environment. It is important to be prepared to discuss the assigned topic and participate in class activities as outlined in the course home page and weekly units. The class is based on analysis, application, problem-solving activities, projects and critical thinking skills.

Academic Honesty. In addition to the knowledge and skills necessary to teach children, dispositions (such as honesty and trust) are important qualities for a successful educator. Teacher-educator candidates are expected to conduct themselves in a professional manner. Academic dishonesty will not be condoned. Plagiarism is copying another's work without proper citation. Guidelines for direct quotes are found in the most current APA Style Manual. The professor will assign a reasonable penalty for academic dishonesty. If you do not assent to the findings and/or the penalty, you must file an appeal with the department chairperson within five days, as provided by the Student Handbook.

Sexual Harassment. Sexual harassment is reprehensible, and in accordance with administrative policy, it will not be tolerated by the University. Behavior in the course must conform to the university policy.

Changes to this Syllabus: The instructor reserves the right to make changes to this course outline/syllabus as required during the semester. Students are responsible for checking this Web site for changes and downloading/printing required articles and activities. Changes made to this syllabus after the initial class meeting will be announced in your course ware.

Virtual Office Hours: Communication outside scheduled class sessions via instant messaging (IM) rather than e-mail or phone is preferred for students enrolled in this course. You may choose your own IM service if you do not have one presently. Virtual office hours and web conferences will also be held throughout the program. You need a web camera and a headset to participate in the conferences, but no additional software is required. Your professor will provide a link to your electronic classroom.

Attendance, Assignment, and Make-up Requirements: All students are expected to log into the course and respond to the professor on the first day of the first week of the course. All assignments are due on the dates provided in the course ware. Late/make-up assignment due dates will be determined by the Department Head/Professor.

Lecture/Discussion: All students are expected to contribute to the Discussion Board related to the weekly assignments.

Course Evaluation. Instruction as well as student performance is subject to evaluation. Procedures may be instituted for this purpose near the end of this course.

Drop. It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to not participate in this course, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade.

Drops after the course begins may carry financial penalty in that full reimbursement may not be possible.

Graduate Admissions Contact Information. For answers to general questions regarding your program, contact Graduate Admissions at (409) 880-8888 or e-mail gradmissions@lamar.edu.

Grading and Evaluation

Below is a sample of activities that will be used to evaluate mastery of the course content.

Discussion Participation: 10% of final grade. You are expected to participate in the discussion activity for each week. Your contributions provide a way of interacting and responding to your readings and to your colleagues.

Assignments: 60% of final grade. These are projects that support the concepts covered in the units. Through these activities, you will have the opportunity to apply concepts relative to understanding, incorporating, and using assessment data to make critical decisions that support learning. The value of each weekly assignment toward your final grade is provided in the rubrics on each assignment document.

Blog Posts: 10% of final grade. You are expected to post to your blog during the first, second, and fifth weeks of class, as directed by the course activities. You will use the blog you created previously for EDLD 5306. You will receive a grade for this activity in Week 5.

Final Assessment: 20% of final grade. For the course final, you will respond to five course reflection prompts on your course wiki. In addition to these responses, a part of your final assessment grade will be determined by how successfully you maintain your wiki. You will use the wiki you created previously for EDLD 5306.

Grading Scale

A	90 - 100	
B	80 - 89	
C	70 - 79	Unacceptable for graduate level credit
D	60 - 69	Unacceptable for graduate level credit
F	Below 60	Unacceptable for graduate level credit

Course Grade/Point Totals. Total point requirement for each course will be 500 points. For example, an assignment that is worth 10% is worth 50 points while a midterm that is worth 15% of the total course grade is worth 75 points.

Examples of unusual problems that the professor will consider—prior to making a decision whether late work will be accepted without penalty—include serious health issues, getting married, or a death in the family.

Quit Grade “Q”. "Quit" is an option of the professor if a student has not completed the course work. If a "Q" is issued, the student must retake the course and pay for the course a second time. However, the "Q" is a better option than the "F." The "Q" does not impact the student's GPA. The final decision lies with the professor.

Course Outline

Note: *Through this course, you are required to post items to your course blog, wiki or Google Sites created during EDLD 5306.*

	Course Content and Assignments
Week 1	<p>Topic: Course Introduction and Digital Storytelling</p> <p>Assigned Readings:</p> <ul style="list-style-type: none">• Shank, P. (n.d.). The value of multimedia in learning. <i>Think Tank</i>. Retrieved May 5, 2009, from http://www.adobe.com/designcenter/thinktank/valuemedia/• Lambert, J. (2007, February). <i>Digital storytelling cookbook</i>, 1-30. <i>Story Center</i>. Retrieved April 4, 2009, from http://www.storycenter.org/cookbook.pdf• New, J. (2005). How to use digital storytelling in your classroom. <i>Edutopia</i>. Retrieved April 4, 2009, from http://www.edutopia.org/use-digital-storytelling-classroom• Edutopia. (2002). Multimedia serves youths' desire to express themselves. Retrieved on April 19, 2009, from http://www.edutopia.org/print/980• Cruickshank, D. (2008). Martin Scorsese: Teaching visual literacy. <i>Edutopia</i>. Retrieved April 23, 2009, from http://www.edutopia.org/martin-scorsese-teaching-visual-literacy• Ellis, K. (2005). Visual acuity: From consumers to critics and creators. <i>Edutopia</i>. Retrieved April 23, 2009, from http://www.edutopia.org/print/1321• Microsoft. (n.d.) Create your first photo story. Retrieved April 4, 2009, from http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/tips/firststory.mspx <p>Discussion:</p> <p>Select and submit to the discussion board an outline of the script for your digital story.</p> <p>Using the Williamson, J. & Redish, T. (2009). <i>Technology facilitation and leadership standards: What every K-12 leader should know and be able to do</i>. Eugene, OR: International Society for Technology in Education. (ISBN: 978-1-56484-252-7), write a paragraph including the standards and performance indicators which will be covered in your digital story for Week 1. You also should include references to your readings and what connections you can make to past learning, what are current learning for you,</p>

	<p>and how will you use this learning in the future.</p> <p>The textbook is available for purchase from http://www.iste.org or http://www.amazon.com.</p> <p>You will use this same text throughout your program when writing reflections for course-embedded assignments, field-based activities, readings, and artifacts.</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Complete the readings, and refer to them as you participate in the discussion board. Due by the end of Week 1. • Produce a personal digital story using the appropriate technology tools. Due by the end of Week 1. • Update your course blog and wiki and field-based activity logs. Turn in this work by submitting the link to your web-based tool within the course ware. Due by the end of Week 1.
Week 2	<p>Topic: Evaluating Open Source Video Editing Software</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Garrison, A. (1999, Winter). Video basics and production projects for the classroom. <i>Center for Media Literacy</i>. Retrieved April 6, 2009, from http://www.medialit.org/reading_room/article3.html • Desktop-Video-Guide. (n.d.). The various stages of creating a digital video. Retrieved on April 20, 2009, from http://www.desktop-video-guide.com/video-creation.html • About. (n.d.). Getting started with desktop video. Retrieved on April 12, 2009, from http://desktopvideo.about.com/od/desktopeditinghardware/u/GettingStarted.htm • Siegchrist, G. (n.d.). Before you buy video editing software. <i>About</i>. Retrieved on April 12, 2009, from http://desktopvideo.about.com/od/editingsoftware/bb/Buyeditsoftware.htm • Desktop-Video-Guide. (n.d.). Top 5 free video editing software programs. Retrieved on April 12, 2009, from http://www.desktop-video-guide.com/top-5-free-video-editing-software-review.html • Desktop-Video-Guide. (n.d.). Top 7 video editing software programs for beginners. Retrieved on April 12, 2009, from http://www.desktop-video-guide.com/top-7-video-editing-software-review.html • Lonnquist, J. (1994, November). The art of the edit. <i>Videomaker</i>. Retrieved on April 6, 2009, from http://www.videomaker.com/article/1691/ • Stanford University, Palo Alto, Library. (n.d.). Proposed educational guidelines on fair use. Retrieved on April 6, 2009, from http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter7/7-c.html#3 <p>Discussion:</p> <ul style="list-style-type: none"> • Select and submit to the discussion board the link to your evaluation of two

	<p>different video editing software packages. Write your evaluation in your blog, wiki, or Google Sites web-based tool. Talk about past learning, new learning, and how this learning will impact future lifelong learning.</p> <ul style="list-style-type: none"> • Complete the readings, and use them as references in the discussion board writings. Due by the end of Week 2. • Identify and analyze two open source video editing software applications and create a one-minute or less tutorial podcast related to your choice of video editing software. Post the podcast to your blogger.com account. Due by the end of Week 2.
Week 3	<p>Topic: Group Video Project: Public Service Announcement Pre-production</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Wikipedia. (n.d.) Filmmaking. Retrieved on April 20, 2009, from http://en.wikipedia.org/wiki/Filmmaking • Adobe. (n.d.). Project 4: Public service announcement. Retrieved on April 9, 2009, from http://www.adobe.com/education/instruction/teach/digitalvideo/dvcg_cs4_project4_a4.pdf • Center for Educational and Training Technology. (2006). Success is in the planning. Retrieved on April 9, 2009, from http://www.create.cett.msstate.edu/create/howto/Storyboard_Handout.pdf • Lindenmeyer, H. (1995, September). Writing voice-over narration for video. <i>PSA Journal</i>. Retrieved on April 9, 2009, from http://findarticles.com/p/articles/mi_m1306/is_n9_v61/ai_17461871/ • Videomaker. (n.d.). Videography tips. Retrieved April 20, 2009, from http://www.videomaker.com/learn/tips-to-get-started/ • Reff, M. (2005, December). Basic training: Gearing up for the battle. <i>Videomaker</i>. Retrieved on April 20, 2009, from: http://www.videomaker.com/article/10778/ • Davis, B. (2000). Nice shot: A guide to common video shot types. <i>Videomaker</i>. Retrieved on April 6, 2009, from http://www.videomaker.com/article/7575/ • Peters, M. (2006, April 18). Shoot to edit: A guide to using your camcorder. <i>Digital Director</i>. Retrieved April 6, 2009, from: http://www.videoforums.co.uk/reviews/features/shoo-to-edit-a-guide-to-using%20your%20camcorder-a184.html • Desktop-Video-Guide. (n.d.) Guidelines for shooting quality video. Retrieved May 5, 2009, from http://www.desktop-video-guide.com/shoot-video.html <p>Discussion:</p> <ul style="list-style-type: none"> • Select and submit to the discussion information about your team, your topic, your current planning, and other items required in Week 3. Refer to your readings and how they may help your team be successful. <p>Assignment:</p> <ul style="list-style-type: none"> • Complete the readings, and use them to participate in the discussion board. Due by

	<p>the end of Week 3.</p> <ul style="list-style-type: none"> • Complete pre-production on the public service announcement group project. Assignment document due by the end of Week 3.
Week 4	<p>Topic: Group Video Project: Public Service Announcement Production</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Audacity. (n.d.) Introduction. <i>I</i>(2). Retrieved April 21, 2009, from http://audacity.sourceforge.net/manual-1.2/intro.html • Audacity. (n.d.). Digital audio. <i>I</i>(2). Retrieved April 21, 2009, from http://audacity.sourceforge.net/manual-1.2/tutorial_basics_1.html • Audacity. (n.d.). Introduction - Editing for beginners - Parts 1 – 4. <i>I</i>(2). Retrieved April 21, 2009, from: http://audacity.sourceforge.net/manual-1.2/tutorial_ed_beginner1.html • Audacity. (n.d.). Tutorial - Common editing tasks – Quickies. <i>I</i>(2). Retrieved April 21, 2009, from http://audacity.sourceforge.net/manual-1.2/tutorial_common_ed_1.html • Audacity. (n.d.). Effects for beginners - 1 – A virtual room with reverbs. <i>I</i>(2). Retrieved April 21, 2009, from http://audacity.sourceforge.net/manual-1.2/tutorial_effects_1.html • Audacity. (n.d.). Selecting and aligning. <i>I</i>(2). Retrieved April 21, 2009, from http://audacity.sourceforge.net/manual-1.2/tutorial_align_1.html • Audacity. (n.d.) Features. <i>I</i>(2). Retrieved April 21, 2009, from http://audacity.sourceforge.net/about/features • Guides and Tutorials. (n.d.). Audacity tutorial: How to record and edit audio with Audacity. Retrieved on April 9, 2009, from http://www.guidesandtutorials.com/audacity-tutorial.html • Desktop-Video-Guide. (n.d.) Guidelines for shooting quality video. Retrieved on April 22, 2009, from http://www.desktop-video-guide.com/shoot-video.html <p>Discussion:</p> <ul style="list-style-type: none"> • Select and submit to the discussion board the link to your eportfolio (blog wiki, or Google Site document). Talk about past learning, new learning, and how this learning will impact your future lifelong learning. <p>Assignment:</p> <ul style="list-style-type: none"> • Complete the readings, and refer to them as you participate in the discussion board. Due by the end of Week 4. • Complete the production phase of the public service announcement group project. Due by the end of Week 4.
Week 5	<p>Topic: Group Video Project: Public Service Announcement Post-Production</p>

	<p>Assigned Readings:</p> <ul style="list-style-type: none">• Adobe. (n.d.). Adobe Premiere Elements 7: Using resources. Retrieved April 23, 2009, from http://help.adobe.com/en_US/PremiereElements/7.0/WSA826BC5C-2FA7-4a1a-92F4-8B5538783B39.html• Nelson, R. (2008). Learning and working in the collaborative age: A new model for the workplace. <i>Edutopia</i>. Retrieved April 23, 2009, from http://www.edutopia.org/randy-nelson-school-to-career-video <p>Discussion:</p> <ul style="list-style-type: none">• Select and submit to the discussion board a short synopsis of the group video production project. <p>Assignment:</p> <ul style="list-style-type: none">• Complete the readings, and use them to participate in the discussion board. Due by the end of Week 5.• Complete the post-production on the public service announcement group project and post the final video to your wiki. Due by the end of Week 5.• Submit the revised Pre-Production document first created in Week 3. Due by the end of Week 5.• Update your program eportfolio writing the reflection for your Field-Based Activity in your log. Due by the end of Week 5.• Complete the course reflection (final assessment). Due by the end of Week 5.
--	--